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ABSTRACT

An original reformulation of the meaning, potential, and practice of educational leadership, informed by notions of self and social empowerment, is provided. This book relies on a variety of theories derived from philosophic schools such as hermeneutics, critical theory, deconstructionism, and pragmatism. Arguments are presented in the following 10 chapters: (1) "Introduction: The Quest for Leadership"; (2) "Research on Leadership in Education"; (3) "Administrative Leadership, Democracy, and the Qualities of Philosophic Mind"; (4) "Educational Leadership and Policy"; (5) "Leadership and the Education of Young Children"; (6) "Moral Imagination and School Leadership"; (7) "Postmodernity and the Preparation of Educational Leaders for the Future"; (8) "Empowerment and Educational Leadership"; (9) "The Artist-Leader and the Problem of Design"; and (10) "Conclusions." The possibilities of leadership are expanded by addressing its relationship to authority and ethics, politics and power, and ideology and culture. The arguments set forth in this book build to the conclusion that what is needed in contemporary debates about school reform is the critically imaginative vision that sees leadership as a community effort to redesign schools for the maximization of the interests of the community. An index is appended. (Contains 305 references.) (MLF)

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